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ABSTRACT

A recent model for the design of staff development programs for educators includes 5 stages--readiness, planning, training, implementation, and maintenance--each of which is defined by a set of 4 to 11 practices. To test this model and the relative merits of its 38 practices and its underlying assumptions, a national questionnaire survey of over 400 professors and practitioners with staff development expertise was conducted in spring 1981. Practitioners and professors responding (over 80 percent) indicated strong support for all 38 practices and agreed that 9 of them were essential (including developing a positive school climate before starting a staff development effort and having the school staff adopt and support the goals of a school improvement program) and that 19 were neglected. The most neglected practices emerged in the areas of readiness, implementation, and maintenance. (JBM)

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A NATIONAL ASSESSMENT OF VALUED AND NEGLECTED STAFF DEVELOPMENT PRACTICES

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A NATIONAL ASSESSMENT OF VALUED AND NEGLECTED STAFF DEVELOPMENT PRACTICES

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THE PURPOSES OF THIS PAPER ARE:

1. TO IDENTIFY THE PRACTICES WHICH DEFINE THE SCHOOL-BASED STAFF DEVELOPMENT MODEL REPORTED IN THE 1982 ASCD YEARBOOK
2. TO DESCRIBE A STUDY CONDUCTED TO DETERMINE THE VALIDITY OF THE 38 RESEARCH-BASED PRACTICES WHICH DEFINE THE READINESS, PLANNING, TRAINING, IMPLEMENTATION, MAINTENANCE STAGES OF THE RPTIM STAFF DEVELOPMENT MODEL, AND
3. TO IDENTIFY THOSE VALUED STAFF DEVELOPMENT PRACTICES WHICH A SAMPLE OF STAFF DEVELOPMENT EXPERTS REPORTED AS BEING NEGLECTED IN CURRENT PRACTICE.

UNTIL RECENTLY THERE HAVE BEEN FEW, IF ANY, SYSTEMATIC, RESEARCH-BASED MODELS WHICH DESCRIBE THE PROCESS OF DESIGNING STAFF DEVELOPMENT PROGRAMS FOR EDUCATORS. ONE MODEL WHICH SEEMS TO HOLD PROMISE FOR IMPROVING CURRENT PRACTICE WAS REPORTED IN THE 1981 ASCD YEARBOOK. THIS FIVE-STAGE MODEL, OFTEN REFERRED TO AS THE RPTIM MODEL, WAS DEVELOPED THROUGH AN ANALYSIS AND SYNTHESIS OF THE LITERATURE AND RESEARCH RELATED TO STAFF DEVELOPMENT. IT WAS EXTRAPOLATED FROM WHAT WE KNOW ABOUT STAFF DEVELOPMENT, INSERVICE EDUCATION, ORGANIZATIONAL DEVELOPMENT, EDUCATIONAL CHANGE, ADULT LEARNING, EFFECTIVE LEADERSHIP BEHAVIOR AND SCHOOL CLIMATE. IT IS BASED UPON 10

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ASSUMPTIONS OR BASIC BELIEFS THAT ARE ALSO GROUNDED IN THE RESEARCH LITERATURE.

THE FIVE-STAGE MODEL THAT GREW OUT OF THESE ASSUMPTIONS AND OUR ANALYSES OF THE LITERATURE INCLUDES READINESS, PLANNING, TRAINING, IMPLEMENTATION, AND MAINTENANCE. EACH STAGE IS DEFINED BY A SET OF 4-11 PRACTICES THAT ENSURE SUCCESSFUL IMPLEMENTATION OF THAT STAGE. THESE PRACTICES IDENTIFY THE SPECIFIC TASKS THAT ARE TO BE IMPLEMENTED IN THE STAGE AND THE PERSONS WHO MAKE KEY DECISIONS. THE 38 PRACTICES THAT ARE INCLUDED IN THE READINESS, PLANNING, TRAINING, IMPLEMENTATION AND MAINTENANCE STAGES AND THE 10 ASSUMPTIONS REFERRED TO EARLIER ARE PRESENTED IN YOUR HANDOUT.

READINESS

AS YOU CAN SEE FROM THESE PRACTICES, READINESS EMPHASIZES THE SELECTION AND UNDERSTANDING OF, AND COMITMENT TO NEW BEHAVIORS BY A SCHOOL STAFF. IN PARTICULAR, IT DEALS WITH:

- DEVELOPING A POSITIVE SCHOOL CLIMATE AS A PREREQUISITE TO STAFF DEVELOPMENT
- COLLABORATIVE DEVELOPMENT OF A WRITTEN SET OF 3-5 YEAR GOALS FOR SCHOOL IMPROVEMENT WHICH HAVE THE SUPPORT OF A SCHOOL STAFF
- EXAMINING PRACTICES IN AND OUTSIDE THE SCHOOL TO DETERMINE WHICH ONES ARE CONGRUENT WITH THE STAFF'S GOALS FOR IMPROVEMENT
- HAVING THE SCHOOL STAFF SELECT PROGRAMS AND PLANS TO ACHIEVE THEIR IMPROVEMENT GOALS
- LEADERSHIP HERE IS THE RESPONSIBILITY OF THE DISTRICT ADMINISTRATORS

PLANNING

THE PLANNING STAGE FOCUSES ON DEVELOPING SPECIFIC PLANS FOR CONDUCTING PROFESSIONAL DEVELOPMENT ACTIVITIES REQUIRED TO ACHIEVE THE GOALS FOR IMPROVEMENT SET IN THE READINESS STAGE. HERE THE KEY PRACTICES FOCUS ON:

- CONDUCTING A NEEDS ASSESSMENT BY GATHERING INFORMATION FROM SCHOOL STAFF TO DETERMINE (1) THE EXTENT TO WHICH DESIRED PRACTICES ARE PRESENT AND (2) THE LEARNING STYLES OF POTENTIAL PARTICIPANTS IN INSERVICE PROGRAMS
- DEVELOPING A WRITTEN SET OF OBJECTIVES THAT IDENTIFY THE KNOWLEDGE, SKILLS, AND ATTITUDE REQUIRED TO ACHIEVE THE 3-5 YEAR SCHOOL IMPROVEMENT GOALS SELECTED IN READINESS
- AND THE TENTATIVE TRAINING ACTIVITIES THAT WILL BE EMPLOYED TO ACHIEVE THESE OBJECTIVES
- LEADERSHIP IN PLANNING IS SHARED AMONG TEACHERS AND ADMINISTRATORS

TRAINING

THE TRAINING STAGE IS THE STAGE WHERE THE STAFF DEVELOPMENT PLANS ARE IMPLEMENTED. THE PRACTICES HERE RESPOND VERY DIRECTLY TO WHAT WE KNOW ABOUT ADULT LEARNERS AND ADULT LEARNING. THE TRAINING PRACTICES ADVOCATE

- USING LEARNING TEAMS OR LEARNING IN SMALL GROUPS
- PROVIDING CHOICES IN OBJECTIVES AND ACTIVITIES FOR PARTICIPANTS
- USING EXPERIENTIAL ACTIVITIES WHERE PARTICIPANTS TRY OUT NEW BEHAVIORS OR TECHNIQUES
- USING PEER INSERVICE TRAINERS WHO ARE SELECTED FOR THEIR EXPERTISE

- HAVING INSERVICE LEADERS USE THE PRINCIPLES OF SITUATIONAL LEADERSHIP WHEN CONDUCTING INSERVICE, AND
- HAVING THE PRINCIPALS PARTICIPATE IN INSERVICE WITH THEIR TEACHERS

IMPLEMENTATION

THE FOURTH STAGE, IMPLEMENTATION, IS THE STAGE IN WHICH NEW KNOWLEDGE AND SKILLS LEARNED IN THE INSERVICE TRAINING ARE INSTALLED INTO THE EVERYDAY WORK SETTING. IT IS THE TRANSITION FROM THE LEARNING INTO PRACTICE. DURING IMPLEMENTATION, PARTICIPANTS HAVE ACCESS TO SUPPORT SERVICES TO HELP THEM ADOPT AND IMPLEMENT WHAT THEY LEARNED IN TRAINING INTO THEIR WORK ACTIVITIES. THE FOLLOW-UP HELP OR SUPPORT INCLUDES:

- PLANNED VISITS TO THE WORK SITE BY THE STAFF DEVELOPMENT TRAINERS
- ON-CALL OR PLANNED PEER SUPERVISION
- HAVING RESOURCES AVAILABLE TO SUPPORT IMPLEMENTATION--(FUNDS, MATERIALS, TIME, ETC.)
- HAVING THE PRINCIPAL AND OTHERS GIVE RECOGNITION, REWARDS, AND HELP TO THOSE WHO ARE IMPLEMENTING THEIR NEW LEARNINGS.

MAINTENANCE

THE MAINTENANCE STAGE, STAGE FIVE, IS WHERE THE PROFESSIONAL BEHAVIORS THAT ARE INSTALLED IN THE DAILY PRACTICE ARE MONITORED TO ASSURE THAT THEY CONTINUE TO BE USED IN THE SCHOOLS AND ARE IMPLEMENTED AT A HIGH LEVEL OF PERFORMANCE. PRACTICES HERE DEAL WITH:

- SYSTEMATIC PROGRAMS OF SUPERVISION BY PEERS OR ADMINISTRATORS

- USE OF SELF-EVALUATION TECHNIQUES
- FEEDBACK FROM STUDENTS
- RESPONSIBLITY FOR MAINTENANCE OF CHANGES IN PERFORMANCE IS SHARED BY TEACHERS AND ADMINISTRATORS

VALIDATION OF THE MODEL

WHAT WE HAD, WITH THE MODEL THAT I HAVE BRIEFLY DESCRIBED, WAS OUR CONCEPT OF WHAT THE PROCESS OF DESIGNING SCHOOL-BASED STAFF DEVELOPMENT OUGHT TO LOOK LIKE. IT WAS, AS I HAVE POINTED OUT, EXTRAPOLATED FROM THE RESEARCH AND BEST PRACTICE REPORTED IN A VARIETY SETTING. AS WE BEGAN TO LOOK AT OUR WORK, IT OCCURRED TO US THAT WE NEEDED TO KNOW WHETHER EXPERTS IN THE FIELD AND PRACTITIONERS WHO WERE DELIVERING AND RECEIVING INSERVICE WOULD AGREE WITH OUR MODEL. THUS, WE PROCEEDED TO WHAT WE BELIEVED WAS THE NEXT STEP IN TESTING OUT THE APPROPRIATENESS OF THE RPTIM MODEL TO GUIDE THE DESIGN STAFF DEVELOPMENT PROGRAMS FOR EDUCATORS. THIS STEP WAS TO CONDUCT A NATIONAL STUDY IN THE SPRING OF 1981 TO DETERMINE THE EXTENT TO WHICH PROFESSORS AND PRACTITIONERS WITH EXPERTISE IN STAFF DEVELOPMENT PERCEIVED THAT THESE PRACTICES SHOULD BE AND WERE EMPLOYED TO DESIGN INSERVICE ACROSS THE U.S.

TO COLLECT EXPERT OPINIONS CONCERNING THE APPROPRIATENESS OF THE 38 PRACTICES AND THE UNDERLYING ASSUMPTIONS, A QUESTIONNAIRE WAS MAILED TO THE REGULAR MEMBERSHIP OF THE COUNCIL OF PROFESSORS OF INSTRUCTIONAL SUPERVISION AND THE NATIONAL STAFF DEVELOPMENT COUNCIL. THESE TWO PROFESSIONAL ORGANIZATIONS, IN OUR JUDGMENT, REPRESENTED A NATIONAL SAMPLE OF PROFESSORS AND PRACTITIONERS WITH EXPERTISE IN THE AREA OF

STAFF DEVELOPMENT. THE 50 COPIS MEMBERS HAD A MAJOR COMMITMENT TO RESEARCH, TEACHING AND SERVICE IN THE AREA OF SUPERVISION AND PROFESSIONAL DEVELOPMENT. THE 378 NATIONAL STAFF DEVELOPMENT COUNCIL FULL MEMBERS WERE ALL ACTIVELY ENGAGED IN PLANNING STAFF DEVELOPMENT PROGRAMS FOR SCHOOL PERSONNEL AS PART OF THEIR CURRENT JOB RESPONSIBILITIES.

"THE SURVEY OF EFFECTIVE STAFF DEVELOPMENT PRACTICES" WAS USED TO ASSESS THE PERCEPTIONS OF THE EXTENT TO WHICH THESE TWO GROUPS OR EXPERTS VALUED EACH OF THE 38 PRACTICES AND ASSUMPTIONS. THE RESPONSE OPTIONS FOR INDICATING THE EXTENT TO WHICH THE PRACTICES SHOULD BE USED INCLUDED "ALMOST NEVER," "SOMETIMES," "OFTEN," AND "ALMOST ALWAYS." THE SAME OPTIONS WERE USED WHEN ASSESSING THE EXTENT TO WHICH THE PRACTICES WERE ACTUALLY IMPLEMENTED IN SCHOOLS. EIGHTY-SIX PERCENT OF THE COPIS MEMBERS AND 83 PERCENT OF THE NSDC MEMBERS RESPONDED TO THE QUESTIONNAIRE.

THESE DATA WERE ANALYZED USING DESCRIPTIVE STATISTICS SUCH AS FREQUENCIES, PERCENTAGES, MEANS AND STANDARD DEVIATIONS. SIMPLE "T" TESTS WERE EMPLOYED TO ASSESS THE DIFFERENCES BETWEEN THE TWO EXPERT GROUPS ON THEIR "WHAT SHOULD BE" RESPONSES AND ON THEIR "WHAT IS" RESPONSES. TO IDENTIFY THOSE PRACTICES WHICH WERE NEGLECTED A DISCREPANCY ANALYSIS PROCEDURE WAS ADAPTED FROM A PROCEDURE DESCRIBED BY HARTLY (1975).

RESULTS

THE MAJOR FINDING, DESCRIBED IN MORE DETAIL IN OUR PAPER WHICH WILL BE AVAILABLE TO YOU AFTER THIS SESSION, WERE

1. THERE WAS STRONG SUPPORT FOR ALL 38 PRACTICES. BOTH PRACTITIONERS AND PROFESSORS BELIEVED THAT THE PRACTICES THAT DEFINE THE READINESS, PLANNING, IMPLEMENTATION, AND MAINTENANCE STAGES SHOULD BE IMPLEMENTED OFTEN OR ALMOST ALWAYS WHEN STAFF DEVELOPMENT IS DESIGNED IN SCHOOLS.
2. WITH LIMITED EXCEPTION, THERE WAS NO DISAGREEMENT IN THE EXTENT TO WHICH THESE 38 PRACTICES WERE VALUED BY PROFESSORS AND PRACTITIONERS.
3. PRACTITIONERS SAW MORE OF THE PRACTICES IN THE MODEL AS ESSENTIAL THAN DO PROFESSORS. AN ESSENTIAL PRACTICE WAS ONE THAT 70 PERCENT OR MORE OF THE RESPONDENTS REPORTED SHOULD BE USED ALMOST ALWAYS IN STAFF DEVELOPMENT PROGRAMS.
4. THERE WERE NINE PRACTICES WHICH WERE VIEWED AS ESSENTIAL BY BOTH PRACTITIONERS AND PROFESSORS; THESE PRACTICES INCLUDE:

   1) DEVELOPING A POSITIVE SCHOOL CLIMATE BEFORE STARTING A STAFF DEVELOPMENT EFFORT,

   2) HAVING A SCHOOL STAFF ADOPT AND SUPPORT THE GOALS OF A SCHOOL IMPROVEMENT PROGRAM,

   3) INVOLVING THE SCHOOL STAFF IN THE SELECTION OF THE PLANS TO ACHIEVE THE SCHOOL'S GOALS FOR IMPROVEMENT,

   4) EXAMINING THE DIFFERENCES BETWEEN THE DESIRED PRACTICE AND ACTUAL PRACTICES TO DETERMINE INSERVICE NEEDS,

   5) SHARING LEADERSHIP WHEN PLANNING INSERVICE AMONG TEACHERS AND ADMINISTRATORS,

   6) PROVIDING INSERVICE PARTICIPANTS WITH ACCESS TO SUPPORT SERVICES AFTER TRAINING TO IMPLEMENT WHAT THEY LEARNED INTO THEIR REGULAR WORK,

7) BUDGETING MONEY, TIME AND PERSONNEL TO SUPPORT IMPLEMENTATION OF NEW PRACTICES FOLLOWING THE TRAINING ACTIVITIES;

8) HAVING THE PRINCIPALS ACTIVELY SUPPORT TEACHERS EFFORTS TO IMPLEMENT CHANGE IN THEIR BEHAVIOR AFTER INSERVICE, AND

9) SHARING AMONG TEACHERS AND ADMINISTRATORS THE RESPONSIBILITY FOR MAINTAINING NEW PRACTICES AFTER THEY HAVE BEEN INSTITUTIONALIZED.

5. IN EXAMINING THE EXTENT TO WHICH THESE 38 PRACTICES WERE IMPLEMENTED, THERE WERE ONLY THREE PRACTICES THAT OVER 50 PERCENT OF BOTH THE PRACTITIONERS AND THE PROFESSORS BELIEVED WERE IMPLEMENTED OFTEN OR ALMOST ALWAYS IN INSERVICE PROGRAMS.

6. PRACTITIONERS WERE SIGNIFICANTLY MORE LIKELY TO SEE THESE PRACTICES IMPLEMENTED THAN WERE PROFESSORS OF INSTRUCTIONAL SUPERVISION. IN FACT ONE HALF OR MORE OF THE PRACTITIONERS REPORT THAT 20 OR THESE 38 PRACTICES WERE IMPLEMENTED IN SCHOOLS OFTEN OR ALMOST ALWAYS.

7. ON THE OTHER HAND, PROFESSORS (COPIS) WERE MORE LIKELY TO SEE THE 38 PRACTICES AS NEGLECTED THAN WERE PRACTITIONERS (NSDC). PROFESSORS REPORTED 34 OF THE 38 PRACTICES WERE NEGLECTED WHILE THE PRACTITIONERS ONLY REPORTED 19 AS NEGLECTED IN CURRENT PRACTICE. A NEGLECTED PRACTICE WAS A PRACTICE THAT HAD A DIFFERENCE OF 1.00 BETWEEN THE MEANS FOR "WHAT SHOULD BE" AND WHAT EXISTS. (THIS IS THE DIFFERENCE OF RATING THE PRACTICES AS IMPLEMENTED OF AT LEAST ONE FULL CATEGORY BELOW "WHAT SHOULD BE," E.G., "SHOULD BE" = OFTEN, THEN "WHAT EXISTS" = SOMETIMES.)

8. PROFESSORS AND PRACTITIONERS AGREE ON 19 PRACTICES THAT WERE NEGLECTED. THE MOST NEGLECTED PRACTICES REPORTED BY BOTH PROFESSORS AND PRACTITIONERS INCLUDED (IN ABBRIEVIATED TERMS):

STAGE	PRACTICES
READINESS (4/8)	1. DEVELOPING A POSITIVE SCHOOL CLIMATE PRIOR TO INITIATING STAFF DEVELOPMENT PROGRAMS.
	2. COLLABORATIVELY DEVELOPING SCHOOL IMPROVEMENT GOALS.
	3. DEVELOPING A LIST OF GOALS FOR SCHOOL IMPROVEMENT TO BE IMPLEMENTED OVER A THREE TO FIVE YEAR PERIOD.
	5. REEXAMNING CURRENT PRACTICES AND PROGRAMS IN THE SCHOOL TO SEE WHICH ARE CONGRUENT WITH THE IMPROVEMENT GOALS.
PLANNING (2/11)	9. ASSESSING THE DIFFERENCES BETWEEN DESIRED AND ACTUAL PRACTICE TO DETERMINE INSERVICE NEEDS, AND
	11. ASSESSING LEARNING STYLES AS PART OF THE NEEDS ASSESSMENT.

TRAINING (0/9)		NONE.
IMPLEMENTATION (3/6)	29.	PROVIDING ASSISTANCE AFTER TRAINING TO HELP FACULTY IMPLEMENT NEW BEHAVIORS ON THE JOB.
	30.	RECOGNIZING THOSE ATTEMPTING TO IMPLEMENT NEW LEARNINGS IN THEIR DAILY WORK, AND
	33.	MAKING SURE RESOURCES ARE AVAILABLE TO SUPPORT IMPLEMENTATION OF NEW PRACTICES AFTER TRAINING.
MAINTENANCE (3/4)	36.	USING SELF-MONITORING TO MAINTAIN NEW WORK BEHAVIORS.
	37.	USING STUDENT FEEDBACK TO MONITOR AND MAINTAIN NEW PRACTICES.
	38.	HAVING BOTH TEACHERS AND ADMINISTRATORS SHARE THE RESPONSIBILITY FOR CONTINUED USE OF NEW PRACTICES.

9. FINALLY, THE THREE STAGES OF THIS STAFF DEVELOPMENT MODEL THAT WERE MOST NEGLECTED WERE READINESS, IMPLEMENTATION AND MAINTENANCE

CONCLUSIONS

BASED UPON THESE FINDINGS, WE HAVE CONCLUDED THAT (1) THE 38 PRACTICES WHICH DEFINED THE RPTIM MODEL WERE VALUED AND APPROPRIATE TO GUIDE STAFF DEVELOPMENT IN SCHOOLS, AND (2) THESE PRACTICES WERE GENERALLY NEGLECTED AND NOT PRACTICED TO THE EXTENT THEY WERE VALUED WHEN STAFF DEVELOPMENT IS PLANNED AND DELIVERED, AND (3) FINALLY, WE NEED TO PAY MUCH MORE ATTENTION TO READINESS, IMPLEMENTATION, AND MAINTENANCE IN STAFF DEVELOPMENT PROGRAMS.